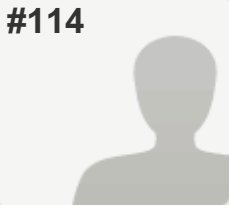**#114**

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, June 28, 2016 10:04:36 AM
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Q1: Name of School District: Ottumwa Schools

Q2: Name of Superintendent   Tom Rubel

Q3: Person Completing this Report   Eric Sundermeyer

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Q4: 1a. Local TLC Goal

Increase educator retention rates.

Q5: 1b. To what extent has this goal been met?

(no label)   Somewhat Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We had a larger teacher turnover this year, partly fueled by the decision to offer teachers with an early retirement incentive, as eleven of our veteran teachers with a total of 317 years of teaching experience within our district opted to retire at the end of the 2015-16 school year. Furthermore, this caused unexpected turnover within the full-time release positions as three of our Instructional Coaches decided to return to the classroom as a result of the spots available from early retirement. In addition to those opting for early retirement, four of our 18 first-year teachers chose to seek employment elsewhere, and three of our 27 second-year teachers did the same. Finally, 96% of second-year educators successfully completed their two years of mentoring and induction.

These two data points - number of teachers who apply to be mentors s well as retention rate of teacher mentors - has not proven very indicative for program evaluation. One reason for this is that the number of mentors is directly tied to the number of first- and second-year teachers the district hires yearly. In addition, our TLS structure has been revised so that first-years are assigned a one-to-one mentor, while mentors for second-year teachers are assigned two. This was designed intentionally by our planning committee to follow the gradual release or responsibility and to frontload the portfolio experience during the first year. Following that logic, the retention rate of mentors (if all were to stay from first- to second-year would almost necessarily reduce our number to 50% because where two were needed only one is the second year. Finally, as our TLS program has evolved, the leadership positions have also and many of those who served as Mentors previously have either gone on to a different role (Open Classroom Teacher, PLC Leader, Program Leader, etc.) so still remain within our leadership umbrella, though possibly in a different role.

Q7: 2a. Local TLC Goal

Increase the availability of teacher leaders to coach, collaborate and reflect with classroom teachers.

Q8: 2b. To what extent has this goal been met?

(no label)   Fully Met

Q9: **2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

According to the time logs maintained by the full-time release positions, we have fully met the goal related to collaboration.

For example, the four Elementary Instructional Coaches modeled lessons 691 times for their colleagues. Several of these were also videotaped in order to provide the opportunity for others to view the teaching practices and learn from each other.

The Elementary Instructional Coaches also engaged in a total of 404 coaching collaborations - either individually, in small groups, or with grade levels of teachers.

Next, the coaches met at least twice a month with their respective building principals and together with all principals monthly. All told, the administrative collaborations amounted to 175 opportunities.

Finally, there were 88 Model Classroom Reflections that took place after peers went to observe a Model Classroom Teacher and debrief and/or plan on how their new learning would impact their own classroom practices.

Our Instructional Technology Coaches have created a Google Form to keep track of all their encounters and shared that with the secondary Instructional Coaches. Their breakdown is below:

3 Instructional Technology Coaches
488 hours spent coaching/collaborating with other teachers
481 hours spent on district-related projects
346 hours spent attending professional development sessions
326 hours spent planning and/or facilitating professional development sessions
258 hours spent collaborating with administrators
209 hours spent locating resources
196 hours spent on assisting with building-specific projects
127 hours spent working with students
96 hours sent troubleshooting for teachers
40 hours spent modeling lessons or co-teaching lessons
6 hours spent in classroom observations or walk-throughs

2 Instructional Coaches (Middle School and ELL)
231 hours spent on district-related projects
230 hours spent coaching/collaborating with other teachers
209 hours spent attending professional development sessions
166 hours spent on assisting with building-specific projects
156 hours spent planning and/or facilitating professional development sessions
156 hours spent working with students
144 hours spent collaborating with administrators
116 hours spent modeling lessons or co-teaching lessons
77 hours spent in classroom observations or walk-throughs

As far as success rates, 95 of the 99 teachers who were on the formal evaluation cycle this year were deemed to be meeting all eight Iowa Teaching Standards.

The total number of TLS applicants this year was not submitted in June because we had additional positions to fill due to late personnel changes. As of September 1, we have all our positions filled for the 2016-17 school year, and 97 teachers applied for the 85 TLS positions filled for this current school year.

Q10: 3a. Local TLC Goal	*Respondent skipped this question*
Q11: 3b. To what extent has this goal been met?	*Respondent skipped this question*

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

Q13: 4a. Local TLC Goal

Improve student achievement through strengthened and improved instruction.

Q14: 4b. To what extent has this goal been met?	*Respondent skipped this question*

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our student achievement numbers are not where we want them to be. Across the board, our math data is almost 10 percentage points higher in the elementary, with the gap narrow some in the middle and high school but still lagging behind. The bright spot among this data is the 10th grade students. If instruction continues to strengthen, we may well have our first cohort of districtwide students to meet the 80% proficient - demonstrating a strong instructional core.

2015-16 Iowa Assessment results:

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 3rd Reading 57.1%;  3rd Math 68.3%
 4th Reading 53.7%;  4th Math 64.6%
 5th Reading 57.6%;  5th Math 67.7%
 6th Reading 63.6%;  6th Math 67.5%
 7th Reading 67.5%;  7th Math 75.4%
 8th Reading 63.2%;  8th Math 67.7%
 9th Reading 68.7%;  9th Math 72.0%
10th Reading 77.9%; 10th Math 81.5%
11th Reading 66.5%; 11th Math 73.6%
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On the spring 2016 FAST assessment, just over half (51.8%) of third-grade students scored at or above the benchmark rate on oral reading fluency. The ORF scores have proven to be much more predictive of Iowa Assessment results than our Fountas & Pinnell text level testing. This will be an area that needs to continue to be a focus of our teachers and principals and their learning.

36 students were referred to special education for an Individualized Education Plan (IEP) during the 2015-16 school year, compared to 31 in 2014-15. Although we included this as a data point, we are unsure the utility of such information as it is student-dependent and not something we can necessarily impact.

The graduation rate for the Class of 2015 was 84.9%. According to our high school principal, if students participating in the RISE program were included, that number would increase to almost 89%. The dropout rate
 for the Class of 2015 was 2.42%.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Increase the fidelity of implementation with district professional development practices proven to increase student achievement.

Q17: 5b. To what extent has this goal been met?

(no label)	Mostly Met

Q18: **5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

In addition to instructional rounds, frequent walkthroughs, and scheduled formal observations by principals, the Teacher Leadership System has added to the culture of peer observations with 1,064 classroom observations and 433 walk-throughs conducted by our Instructional Coaches throughout this school year. The coaches and curriculum leaders are also involved in the planning and implementation of professional development - something that has been well-received by our faculty.

The Teacher Leadership System has allowed for us to have a "bootcamp" for all new hires to familiarize them with our instructional frameworks and our curriculum resources. This has increased the fidelity between buildings and classrooms as measured by surveys, implementation checks, and instructional rounds.

Last year, the survey results from professional development were not regularly presented in a quantitative manner - they were more often open-ended and reflective in nature. Our Teacher Quality Committee, however, did ask for quantitative results from our November full-day professional development. That included the following results: --at the elementary level, not less than 84% and no more than 100% of respondents agreed or strongly agreed that the five learning targets for the day were met; not less than 90% and no more than 95% of respondents at Evans Middle School agreed or strongly agreed that the day's five learning targets were met; OHS staff was in similar agreement (with 86% the lowest and 94% the highest) with the same five learning targets.

These data were shared with the Teacher Quality Committee to gauge effectiveness and plan for future professional development. As far as the number of teachers who met their career development plan goals, that is not something that we have maintained as a separate data point as many of them are an ongoing, multi-year career development plan and do not have a simple "yes" or "no" checkoff.

Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: **7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

Our data showed that we have not gotten the volume of peer observations through our Model Classroom approach. Therefore, we surveyed teachers and found that a common theme expressed in PK-12 was more interest in technology integration, so we added that 4C's focus to the job description and had our Instructional Technology Coaches encourage teachers to apply for this position. The result was 11 qualified, innovative teachers representing each of our school buildings. This geographical balance will be helpful in ensuring each building has the opportunity to see effective technology integration.

Another aspect we will examine is the compilation of time under "building" or "district" projects. We want to assure that the work being performed by our full-time release individuals has the greatest impact on improved teacher and student learning, so this data point will be monitored closely next year.

We also will be working during the upcoming school year on reviewing our current support system for initial licensed teachers and their mentors and determining our best course of action.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.	*Respondent skipped this question*

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.